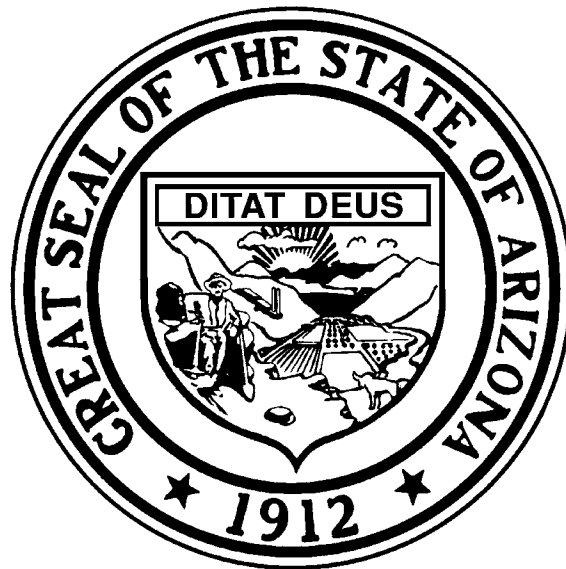


SCHOOL SAFETY PROGRAM GUIDANCE MANUAL

Revised January 2004



**Arizona Department of Education
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INTRODUCTION

The School Safety Program was established by ARS 15-154 in 1994 for the purpose of placing School Resource Officers (SRO) and Probation Officers (PO) on school grounds. The officers' primary function is to deliver Law Related Education (LRE) in the classroom as well as develop positive interactions and relationships with the students, the staff, and the community that they serve. This proactive, prevention-based program fosters a safe school environment through a comprehensive and collaborative approach between officers, site administrators, teachers, and police and probation departments.

The Arizona Department of Education is pleased to provide the *Guidance Manual for the School Safety Program*. The manual is intended for use by all those involved in the program. It was developed through the efforts of the Working Group, a subcommittee of the School Safety Oversight Committee. Members represented rural and urban stakeholders in the program: site administrators, school resource officers, probation officers, law-enforcement agencies, probation departments, the School Safety Oversight Committee, the Arizona Department of Education, and the Arizona Foundation for Legal Services and Education. The Working Group mission:

Through applied experience and expertise, the School Safety Program Working Group will identify and recommend policies and procedures to foster positive working relationships and safer school environments.

The *Guidance Manual for the School Safety Program* is intended to provide information on the intent of the grant, the responsibilities of all parties, requirements for grant compliance, assistance with administrative issues, and the elements of an effective School Safety Program.

For clarification on issues, or to provide feedback on the content, contact the School Safety Program Administrator at (602) 542-8728. The guidance manual is a living document that will go through change as needed to meet the needs of the program. The Working Group will continue to meet to revise the manual as needed, therefore comments from those using the manual are appreciated.

The School Safety Oversight Committee wishes to express its appreciation for the time and effort of those who serve on the Working Group.

SCHOOL SAFETY GRANT GOALS AND OBJECTIVES

Goal 1 The School Safety Program contributes to an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning.

Objective 1 Staff feels that the school is safe, and administration supports and monitors the consistency of actions/strategies/policies that will improve or maintain that feeling of safety.

Objective 2 Students feel that the school is safe. They feel free from the threat of physical harm and verbal abuse. They feel they have an adult to go to with their safety concerns, and they feel their concerns are taken seriously and addressed.

Objective 3 Staff and students have a positive view of the SRO/PO.

Goal 2 To teach Law-Related Education that promotes a safe, orderly environment, and good citizenship.

Objective 1 The School Safety Oversight Committee will ensure the continuous review and provision of instructional materials that promote a safe, orderly environment, and good citizenship.

Objective 2 SRO/PO conduct classroom instruction in Law-Related Education for a minimum of 90 hours a semester. The Law-Related Education instruction promotes a safe, orderly environment, and good citizenship.

Objective 3 SRO/PO annually attends an Oversight Committee approved Law-Related Education academy/class to enhance their classroom skills and knowledge of appropriate LRE lessons.

SCHOOL SAFETY PROGRAM OVERVIEW

This page consists of fundamental points and expectations that need to be understood by all parties involved in the School Safety Program. This overview is not all-inclusive; therefore, the entire manual should be reviewed. Disputes between schools and agencies often arise because the intent of the grant is either not understood or not followed. Non-compliance can result in loss of funding.

- Applications are submitted on-line through the grant management section of the Arizona Department of Education web site. The application due date, established in A.R.S. 15-154, is April 15th each year. Late applications are not accepted.
- Each SRO/PO must complete 90 hours of classroom law related education instruction per semester (based upon a two semester school year). LRE does NOT include one-on-one or group counseling.

Classroom instruction: The 90 hours of law-related education instruction, per semester, should be completed during the school day's regular scheduled instruction periods. However, the building administrator has the discretion to approve the use of time spent before or after school on structured law-related instructional activities.

- A teacher must be present in the classroom, at all times, during officer instruction. Best practices suggest that the teacher and the officer co-present.
- All parties must support LRE best practices. Refer to page 30.
- All SRO/POs are required to attend annual training provided by the Arizona Department of Education
- The SRO/PO must be present and accessible on the school campus that they are assigned to *by the grant*. The grant pays the salary of a 10 or 12 month, full-time position, at 40 hours per week. Absent an emergency, the SRO/PO shall not be called away from their designated school. If the officer is called away for police or probation business (not including mandatory training, meetings, or crisis), the district shall not be invoiced for that time.
- The SRO/PO must be willing to teach, have positive interactions and non-threatening contact with students, and should serve as an active member of the school community.
- The SRO/PO must keep an activity log that tracks LRE classroom instruction hours, teacher and subject, the topic of each LRE class, law enforcement or probation activity and any situations that take an officer off their assigned campus. Refer to requirements on page 42.

- The SRO/PO supervisor and administrator must support, oversee, and review the officer activity log to ensure fulfillment of grant requirements.
- This grant does not provide funding for overtime.
- The administrator is encouraged to complete an officer performance assessment twice a year. The assessment should be shared with the officer's supervisor. Refer to sample form on page 37.
- The school administration, not the SRO/PO, is responsible for enforcement of school policy violations.
- New administrators are required to attend the School Safety Program Administrator Training. Arizona Department Education will notify all other administrators of any additional training requirements.
- All SRO/PO supervisors should attend the School Safety Program Administrator Training.
- A Service Agreement between the school and the police/probation department must be developed.
- The SRO/PO supervisor and school administrator are responsible for ensuring the officer is able to meet all grant requirements.
- The SRO/PO supervisor and school administrator shall meet formally at least once per semester.
- Additional activities shall not overwhelm the officer, jeopardize their ability to meet the minimum requirements of this grant (e.g. excessive law enforcement/probation activity), or go against the intent of this program (e.g. disciplinarian, detention monitor, lunch duty, fill-in for teacher)

SCHOOL ADMINISTRATION ROLE IN THE SCHOOL SAFETY GRANT

The district administrator, site principal and teachers' support of the School Safety Program is vital to the program's success.

District Level

- Supports and communicates the School Safety Program philosophy to all site staff.
- Identifies those sites that would benefit and support the School Safety Program.
- Understands the School Safety Program requirements.
- Provides for an annual evaluation of the School Safety Program by staff, students, and parents.
- Develops and keeps open communication with local law enforcement.

Building Level Administration

- Supports and communicates the School Safety program philosophy to all staff, students and parents on their campus.
- Promotes the integration of law-related education into the classrooms.
- Understands and agrees to the program guidelines.
- Ensures a teacher is present in the classroom at all times during LRE instruction.
- Provides for the annual evaluation of the School Safety Program by staff, students and parents.
- Attends required School Safety Program training for administrators.
- Introduces the officer to staff and students.
- Ensures the SRO or PO keeps an activity log that tracks LRE classroom instruction hours, teacher and subject, the topic of each LRE class, law enforcement or probation activity and any situations that take the officer off their assigned campus. Refer to instructions on page 42.

- Develops a collaborative relationship with the SRO/PO while allowing the officer to function independently. The officer serves as a resource to the students and staff.
- Is involved in the selection process of the SRO/PO
- Meets with the SRO/PO before the first day of duty to review the Service Agreement, Operational Procedures and specifics of the program on campus.
- Monitors the program's implementation process and meets with the SRO/PO on a regular schedule.
- Directs staff development of teachers and SRO/PO involved in the delivery of LRE.

Teacher

- Supports and communicates information about the School Safety Program in their classrooms to students and parents.
- Understands and agrees to the program guidelines.
- Teams with the SRO/PO in planning and delivery of law-related education units in their classroom. A teacher must be present in the classroom at all times during LRE instruction.
- Cooperates in the annual evaluation of the School Safety Program by students and parents.

Officers may only serve the site(s) specified on the award letter. The officer should only assist at a school that is not on the program if a crisis occurs. Spreading the officer among schools weakens the program, as the officer does not have the time to build the relationship with the students needed for an effective program. An officer providing services at a school not authorized by the School Safety Oversight Committee may result in a loss of the grant.

SCHOOL RESOURCE OFFICER ROLE IN THE SCHOOL SAFETY GRANT

The school resource officer's support of the School Safety Program is vital to the success of the program.

The School Resource Officer has three basic roles:

1. LAW ENFORCEMENT OFFICER/PUBLIC SAFETY SPECIALIST

The SRO is, first of all, a sworn law-enforcement officer. When necessary the SRO has the authority to intervene as a law-enforcement officer. Once order is restored, however, the SRO's other roles as law-related educator and role model are the more typical day to day roles.

- Administrators should take the lead on school policy violations. The SRO should be involved when a student's conduct violates a law. If possible the SRO should be backup to an arrest rather than the principal officer.
- As partners in school safety, SRO and administrators shall work together to develop procedures for ongoing communication to ensure timely and uniform reporting of criminal activities.
- An SRO assigned to a school with a juvenile probation officer (PO) is expected to work as a team. The SRO should know the role of the PO.
- Serve on the Safe School Committee and collaborate on the development of the safe school plan.
- Build a relationship with students, parents and staff that promote a positive image of law enforcement.

2. LAW-RELATED EDUCATOR*

- The SRO is expected to provide a minimum of 90 hours of classroom instruction in Law-Related Education (LRE) per semester (based upon a two semester year). LRE does NOT consist of one-on-one or group counseling.

The 90 hours of law-related education instruction, per semester, should be completed during the school day's regular scheduled instruction periods. However, the building administrator has the discretion to approve the use of time spent before or after school on structured law-related instructional activities.

- The SRO should collaborate with classroom teachers to engage teachers to integrate law-related education into their curriculum. The teacher must be present in the classroom during LRE instruction.
- All new officers are required to attend the basic law-related education academy.

- Upon completion of the basic academy, all officers are expected to attend an advanced law-related education academy annually.
- All officers are expected to follow the best practices of LRE. Refer to page 30.
- The SRO must keep an activity log that tracks LRE classroom instruction hours and law enforcement or probation activity. Situations that take an officer off their assigned campus must be logged. This data may be collected on existing agency forms or on a supplemental form and must be shared with the school administrator and agency supervisor. The following data is required for grant compliance:
 - Total hours of LRE classroom instruction
 - Teacher name and subject of each class where an LRE lesson is taught
 - Time spent per LRE lesson
 - LRE topic and law enforcement/probation activity
 - Total hours of Law Enforcement/Probation activity
 - Total time spent off campus

ADE provides a recommended activity sheet that is available on the ADE web site at www.ade.az.gov/schooleffectiveness/health/schoolsafety. This form provides for additional data tracking that is not required under the grant. These activities may include: Extra curricular activities, club sponsor/advisor, student counseling, etc... For sample form and instruction page, refer to pages 38 - 42.

*** SROs funded through this grant are Law - Related Educators, thus may not implement the DARE or GREAT program.**

3. POSITIVE ROLE MODEL

- The SRO should set limits being clear about what is acceptable and what is not; letting students know the consequences of unacceptable behavior and the rewards of acceptable behavior.
- The SRO should set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and how to be a friend.
- The SRO should be honest by providing accurate information.
- The SRO should be consistent with students, staff, and parents; in applying rules and regulations.
- The SRO should encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop plans to make desired changes.
- The SRO should show respect by treating students with respect and expressing high expectations for them.
- The SRO should always strive be a positive role model because students learn from every observation of or interaction with the SRO.

Exceptions may occur on the Native American reservations.

“Positive Role Model” adapted from *The Successful School Resource Officer Program* by Anne J. Atkinson, Ph.D.

JUVENILE PROBATION OFFICER ROLE IN THE SCHOOL SAFETY GRANT

The juvenile probation officer's support of the School Safety Program is vital to the program's success.

The Probation Officer (PO) has three basic roles:

1. COURT OFFICER

- The PO is, first of all, a sworn court appointed officer and when necessary must act in that function.
- The PO provides the court with school information that can be instrumental in the determination if a juvenile is to be detained or returned to the community.
- Serve on the Safe School Committee and collaborate on the development of the safe school plan.
- The PO will network with other agencies that may or do serve the school community in an effort to meet the needs of the students and school.
- The PO will have a working knowledge of services available within the court system and community to meet the needs of the students and school.
- The PO will support and contribute to the Juvenile Probation Department, school, and community.
- The PO should not carry a caseload. If it becomes necessary to take on a caseload, it is recommended that the least number of cases be assigned as possible. Only cases at the officer's site(s) can be assigned. A full caseload should never be carried.
- A PO assigned to a school with a school resource officer (SRO) is expected to work as a team. The PO should know the role of the SRO.
- Build a relationship with students, parents and staff that promote a positive image of the juvenile court system.

2. LAW-RELATED EDUCATOR

- The PO is expected to provide a minimum of 90 hours of classroom instruction in LRE per semester (based upon a two semester year). LRE does NOT consist of one-on-one or group counseling.

The 90 hours of law-related education instruction, per semester, should be completed during the school day's regular scheduled instruction periods. However, the building administrator has the discretion to approve the use of time spent before or after school on structured law-related instructional activities.

- The PO should collaborate with classroom teachers to engage teachers to integrate law-related education into their curriculum.
- All new POs are required to attend the basic law-related academy.
- Upon completion of the basic academy, all officers are expected to attend an advanced law-related education academy annually.
- All officers are expected to follow the best practices of LRE. Refer to page 30.
- The PO must keep an activity log that tracks LRE classroom instruction hours and law enforcement or probation activity. Situations that take an officer off their assigned campus must be logged. This data may be collected on existing agency forms or on a supplemental form and must be shared with the school administrator and agency supervisor. The following data is required for grant compliance:
 - Total hours of LRE classroom instruction
 - Teacher name and subject of each class where an LRE lesson is taught
 - Time spent per LRE lesson
 - LRE topic and law enforcement/probation activity
 - Total hours of Law Enforcement/Probation activity
 - Total time spent off campus

ADE provides a recommended activity sheet that is available on the ADE web site at www.ade.az.gov/schooleffectiveness/health/schoolsafety. This form provides for additional data tracking that is not required under the grant. These activities may include: Extra curricular activities, club sponsor/advisor, student counseling, etc... For sample form and instruction page, refer to pages 38 - 42.

3. POSITIVE ROLE MODEL

- The PO should set limits being clear about what is acceptable and what is not; letting students know the consequences of unacceptable behavior and the rewards of acceptable behavior.
- The PO should set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and how to be a friend.
- The PO should be honest by providing accurate information.
- The PO should be consistent with students, staff, and parents; in applying rules and regulations.
- The PO should encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop plan to make desired changes.

- The PO should show respect by treating students with respect and expressing high expectations for them.
- The PO should always strive to be a positive role model because students learn from every observation of or interaction with the PO.

Exceptions may occur on the Native American reservations.

“Positive Role Model” adapted from *The Successful School Resource Officer Program* by Anne J. Atkinson, Ph.D.

SUPERVISOR OF SCHOOL RESOURCE OFFICER OR PROBATION OFFICER ROLE IN THE SCHOOL SAFETY GRANT

The supervisor's support of the School Safety Program is vital to the success of the program.

It is essential for supervisors to:

- Communicate to staff, and carry out the philosophy and goal of the School Safety Program.
- Attend School Safety Program training for administrators.
- Provide written information on the philosophy and operation of the School Safety Program to appropriate supervisory/management personnel.
- Ensure the SRO/PO officer is able to meet all grant requirements.
- Conduct on-going visits to sites under their supervision.
- Attempt to observe established, successful School Safety Programs outside their supervision.
- Play a key role in the development, reviewing, and revision of the Service Agreement.
- Ensures the SRO/PO keep an activity log that tracks LRE classroom instruction hours, the topic of each LRE class and law enforcement or probation activity. Situations that take an officer off their assigned campus must also be logged. Refer to instructions on page 42.
- Amend or supplement evaluation forms to include performance criteria specific to the school officer's role.
- Motivate officers and provide positive reinforcement.
- Recognize the importance and value of the School Safety Program position.
- Meet with the school administrator every semester at a minimum.

It may be necessary to request the assistance of the SRO/PO e.g. a community situation/problem, traffic accident. When the officer is off campus, on business that does not pertain to the school, those hours should be prorated and not paid for by the school. The invoice from the department should reflect only hours the officer actually was involved in school business.

**SCHOOL SAFETY PROGRAM
OVERSIGHT COMMITTEE
ROLE IN THE SCHOOL SAFETY GRANT**

ARS 15-153 establishes the School Safety Program Oversight Committee. The Committee performs the following duties:

- Reviews the applications for participation in the School Safety Program.
- Awards funds based on grant criteria.
- Determines the amount of the grants based on the application and budget restrictions.
- May modify the number of sites a school resource officer or probation officer may serve based on the size and needs of the school.
- May withdraw a grant from a school if the school is not in compliance with the grant and corrective action is not followed.
- Reviews the program evaluation and implements changes to improve the program.
- Approves the policies and procedures for the implementation of the grant.
- Forms subcommittees as needed.
- Reports annually to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the Joint Legislative Audit Committee.

DEPARTMENT OF EDUCATION ROLE IN THE SCHOOL SAFETY GRANT

The Arizona Department of Education's (ADE) support of the School Safety Program is vital to the program's success.

ARS 15-154 directs ADE to manage the School Safety Grant. ADE conducts the following duties:

- Provides the application to each district and charter holder.
- Prepares the applications for review by the Oversight Committee to determine awards.
- Announces awards to districts and charters.
- Distributes the grant payments to the awardees.
- Conducts site visits.
- Monitors sites for compliance with the grant.
- Logs completion reports, due September 30th , for the previous program year.
- Collects money not spent by grantees at the end of the program year.
- Withholds payment to grantees that have not returned money due.
- Provides technical assistance.
- Conducts a program evaluation as specified by ARS 15-153.
- Monitors the training contract.
- Facilitates the working group subcommittee and other subcommittees as assigned by the School Safety Oversight Committee
- Accepts complaints and acts as a liaison with the grantees and law enforcement/probation department to resolve problems.

ARIZONA FOUNDATION FOR LEGAL SERVICES AND EDUCATION ROLE IN THE SCHOOL SAFETY GRANT

The Arizona Foundation for Legal Services and Education, under contract with the Arizona Department of Education, supports the goal of the School Safety Program by developing, administering and managing a statewide Law-Related Education (LRE) Academy. The Academy offers school safety officers quality LRE training and teaching materials.

To accomplish these objectives, the Foundation will:

- Utilize nationally recognized law-related education experts as faculty for the Academy.
- Develop a tracking system to track Academy hours of each school safety officer.
- Integrate the use of technology into training classes.
- Create a School Safety Listserv to disseminate information and encourage networking opportunities.
- Enhance its lending library by adding additional teaching resources, and improve the lending system to make it more user friendly and accessible to officers.
- Secure education credits for officers who attend and complete the Academy.
- Provide Certificates of Completion for Basic and Advanced Academies.
- Provide ongoing consultation and technical assistance with regard to implementing and teaching law-related education, within budget limitations.
- Visit schools to observe law-related education teaching and provide feedback, within budget limitations.
- Provide quantitative and qualitative data to Arizona Department of Education.
- Provide financial mid-year and year-end reporting to Arizona Department of Education.
- Conduct periodic surveys of school safety officers to determine changing LRE needs and level of customer satisfaction.
- Serve as a participating and contributing member of the School Safety Working Group to improve the School Safety Program.

SCHOOL RESOURCE OFFICER

Recommended Qualifications

- Desire to work with students, educators, and parents
- Willingness to teach law-related education
- Supportive of prevention strategies
- Satisfactory employment history with supporting documentation
- Demonstrated effectiveness in working with youth
- Oral and written communication skills
- Ability to effectively interact and communicate with diverse sets of individuals
- Supportive of the philosophy of the School Safety Program
- Willingness to attend law-related education basic and advance training to implement and maintain LRE programs to meet the needs of the students
- Member of a law enforcement agency *
- AZPOST certified general instructor*

* May be different on Native American reservations, contact the Arizona Department of Education, School Safety Grant manager for additional information.

Recommended Job Description

- Establish liaison with school administrators, staff, students, and parents
- Inform students of their rights and responsibilities as lawful citizens through presentation of law-related education in the classroom
- Network with community agencies that may or do provide services to the school
- Act as a resource in the investigation of school related criminal activities
- Participate in the Parent-Teacher association as requested
- Participate in campus activities, student organizations, and athletic events when feasible and appropriate
- Provided a visible deterrence to crime while presenting a positive impression of a law enforcement officer
- Provide information when requested to students, parents, and staff in law-related situations
- 10 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant application
- Minimum 2 year assignment at the same school. Exceptions may be considered, but not recommended.
- Maintain tracking system of statistical information required by supervisor and school administration

JUVENILE PROBATION OFFICER

Recommended Qualifications

- Desire to work with students, educators, and parents
- Willingness to teach law-related education
- Satisfactory employment history with supporting documentation
- Demonstrated effectiveness in work with youth
- Ability to act as a liaison with the school in the area of prevention and intervention of juvenile delinquency
- Supportive of the philosophy of the School Safety Program
- Willingness to attend law-related education basic and advance training to implement and maintain LRE programs to meet the needs of the students
- Ability to effectively interact and communicate with diverse sets of individuals
- Possess the knowledge of court process and communicate information to students, parents, and staff as requested
- Ability to work with victims of crime associated with the students and school
- Employee of a probation department

Recommended Job Description

- Serve as a liaison between the school and supervising probation officer (PO), providing information to the PO as requested
- Keeps a record of student contacts for personal and supervising PO use only
- Inform students of their rights and responsibilities as lawful citizens through presentation of law-related education in the classroom
- Provide assistance to the school administration identifying at-risk students for intervention/prevention services as needed
- Collaborate with school administrators to make decisions and bring about actions that effect the safety of individuals and the school environment
- Network with community agencies that may or do provide services to the school
- Meets with students, parents, staff, and outside agencies to resolve conflicts
- Refer students to outside agencies that could provide services as needed
- Implement and maintain tracking system of statistical information required by supervisor and school administration
- Monitor compliance and non-compliance of students involved with the juvenile court system
- Assist parents in learning skills necessary to effectively deal with their students
- Participate in the Parent-Teacher Association/Organization as requested
- Participate in campus activities, student organizations, and athletic events when feasible and appropriate
- 10 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant
- Minimum 2 year assignment at the same school. Exceptions may be considered, but not recommended.

PO Recommended Job Description

Juvenile probation officers assigned to a school on a School Safety Grant shall not carry a full caseload. Officers shall handle only those intake cases that are directly related to the School Safety Program and/or student volunteers. Officers are expected to spend a predominate amount of their time on campus, approximately 90% should be on site. If it is necessary to carry cases due to staffing problems, it is strongly recommended that only a minimum number be assigned.

SERVICE AGREEMENT

Developing the Partnership

The development of a Service Agreement is mandatory. This essential document is an important step toward implementing a successful School Safety Program. The document shall be completed annually, within 30 days of when the officer begins work at the school. The agreement shall be kept on file at each funded site for review during a site visit conducted by the Arizona Department of Education.

1. Service Agreement (SA)

The SA is a general term for a contract that is developed jointly and agreed upon by the district/charter, site administrator, and law enforcement or probation department. This written agreement outlines the purpose of the partnership and the fundamental responsibilities of each entity. The terms set forth in the SA shall be in accordance with the established guidelines of the School Safety Program.

The SA shall contain a statement that:

- The SRO/PO shall fulfill their duties as a sworn law enforcement officer for the State of Arizona.
- No district/charter/or site administrator shall interfere with the duties of the SRO/PO as a sworn law enforcement officer.
- All entities shall accept the School Safety Program guidelines.
- The roles and responsibilities of all entities shall be accepted as established by the School Safety Program guidelines.
- The SA shall also reference the following School Safety Program guidelines:
 - SRO Recommended Qualifications and Recommended Job Description
 - PO Recommended Qualifications and Recommended Job Description
 - The Hiring Process
 - Officer Training
 - 10 or 12 Month Position
 - Summer/Intersession Activities
 - The Appeal Procedure
 - Performance Evaluation
- The district shall pay within 30 days of receipt of the invoice from the law enforcement/probation department.
- The district shall pay late fees as established between the district and law enforcement/probation department and denoted in the SA. Late fees shall not be paid from School Safety Grant funds.

- The district, charter, or school shall provide office space that provides privacy for the SRO/PO to conduct confidential business. The office shall include the necessary equipment for an officer to effectively perform their duties, i.e. telephone, desk, chair, filing cabinet, up-to-date computer and printer as provided in the grant.
- The administration shall provide a complete copy of the grant application and award to each officer by July 31st or as soon as the officer begins service at the site(s).
- Administrators shall send officers annually to law-related education training and provide for all related travel expenses as provided in the grant.
- Officers, administrators, law enforcement and probation departments shall have a written document describing the general chain of command and channels of communication.
- The term of the SA and the schedule for updating and renewing the agreement shall be specified.

The SA shall be signed and dated by the Superintendent, site administrators, and law enforcement agency and/or probation department.

A more comprehensive SA contains the above items in addition to any or all of the following:

- Assignment of SRO/PO
- Conditions of employment
- Duty hours
- Duties of SRO/PO
- Training/briefing
- Dress code
- Supplies and equipment
- Policy/procedure for transporting students
- Operating procedures (SOP)
- Requirements for reporting crimes and threats to police as required by A.R.S. 13-2911 an 15-341
- Arrest procedures for school-related crimes and crimes committed off campus
- Procedure for handling critical incidents
- Access to education records
- Specific items to the district and law enforcement/probation department

THE HIRING PROCESS

Selecting the right officer is one of the most important aspects of making the School Safety Program successful. A minimum of a two-year assignment at the same school(s) is recommended. The effectiveness of the officer significantly contributes to the quality of the program.

The selection process should identify officers who are best suited to the work as school resource officer or juvenile probation officer. That officer should be committed to the goals of the School Safety Grant.

Because the School Safety Program is a partnership between the school and law enforcement/probation department, involving the school administration in the selection process is necessary. After the final candidates have been selected by the department/agency, a school administrator becomes a part of the selection. It is important that the school becomes involved because:

- The school administrator brings to the selection the needs of the school.
- The school administrator brings to the selection the type of personality that will work best in a specific school environment.
- The school administrator brings to the selection process insights into what is required to be effective in the school community.
- The correct applicant is more likely to be selected with the school's involvement.
- There is more of a buy-in from the school to successfully integrate the officer into the school community when they have been part of the selection process.
- The school administration brings to the selection process a critical understanding of the School Safety Program.

In situations when only one officer is available for the position, the school still should have the opportunity to review the candidate before the decision is made.

Candidates should meet the minimum qualifications recommended in this guidance to ensure an effective collaboration between the school, officer, and agency. Exceptions may occur. Under mitigating circumstances and with the Arizona Department of Education grant manager's approval, the position may be filled through an alternative option.

OFFICER TRAINING

Law-Related Education

The Arizona Foundation for Legal Services and Education is the contracted training agency for law-related education (LRE). They offer basic to advanced courses to meet the needs of all officers. Training in LRE is essential to successfully implement the LRE requirement of the grant in the classroom. Basic and advanced academies are approved for credit by the Peace Officers Standards and Training Board (POST) and the Arizona Judicial Council (COJET).

New officers are required to attend the basic academy. All other officers are required to continue the development of their skills by annually attending advanced academies. The grant provides each officer with travel funds to cover expenses to attend at least one LRE academy per annum. There is no registration fee. At the completion of the training, officers are provided a curriculum resource allowance for the purchase of LRE materials.

For more information on the LRE academies, contact the Arizona Foundation for Legal Services and Education at (602) 340-7279 or www.asflse.org/academy.

**WHEN SCHOOL IS NOT IN SESSION:
SUMMER BREAK
INTERSESSION**

The School Safety Grant is awarded for a typical 10 month school year. The site administrator, officer, and police/probation department have the option of extending services for 12 months - when school is not in session. This may include intersession and summer break. Applications should reflect a 10 month salary unless the 12 month salary is specifically referenced and supported on the application. To maintain the integrity of the program, teachers and students are present on campus during intersession or summer break.

Terms of a 12 month position shall be established on the application as well as the Service Agreement.

Possible Activities

- Plan school security improvements
- Prepare law-related education lessons
- Develop collaborations with community resources, identifying services offered that could benefit students
- Conduct school safety assessments
- Work with the school safety team to review and update the school safety plan, and conduct school wide exercises to test the plan
- Plan in-service training
- Collaborate with school administration to analyze criminal incident reports and disciplinary records to identify patterns and develop strategies to address problems
- Work with community-based and youth recreational and leadership development activities that complement and reinforce the School Safety Program
- Attend training opportunities

THE PERFORMANCE EVALUATION

An annual performance evaluation shall be conducted by a school administrator and shared with the officer's supervisor. The evaluation is meant to assist the officer and his/her supervisor in meeting the intent of the grant and effectively carrying out their duties. It is not meant to supplant the official evaluation process used by the officer's department or agency. It is at the discretion of the law enforcement agency or probation department to include the school's evaluation in the officer's official folder. Only officers that have performed in a satisfactory manner should be considered for further service in the School Safety Program.

Recommended Factors to Consider

- Does the officer have a clear sense of his/her role?
- Does the officer understand the operational policies and procedures of the school necessary to perform effectively in the position?
- Has the officer attended or scheduled to take a law-related education class in the current year?
- How does the officer relate to staff, students, and parents?
- Does the officer work well independently?
- Has the officer attempted to meet the requirements of the grant?
- Does the officer perform his/her duties effectively?
- How effective is the officer with classroom presentations?

Refer to sample SRO/PO Performance Assessment form on page 37.

It is recommended that informal evaluations, that provide the officer and supervisor with feedback regarding the officer's performance, occur at least twice during the school year.

If a problem occurs, it should first be addressed at the site level between the officer and administration. If a resolution is not reached, the grievance should then move through the process as established by the officer's department and school's policy. The problem should attempt to be resolved at a level nearest the school as possible.

THE APPEAL PROCEDURE

Who May File an Appeal: A school/district or charter who has been denied a renewal of their School Safety Grant.

Definition of an Appeal: A request for a hearing by the School Safety Oversight Committee must be a written, signed, and dated statement by the site administrator and the superintendent. The request for the hearing must set forth the nature of complaint and the facts on which the complaint is based.

Request for Hearing: A hearing request must be sent by certified mail to: Arizona Department of Education, Student Services, 1535 W. Jefferson, Phoenix, AZ, Attn; School Safety Grant Manager.

The complainant shall request the hearing within 30 days from date of the grant denial letter. For purposes of this process, the date of the letter is the postmarked date the denial was sent. All renewal denial letters shall be mailed certified mail.

Hearing Panel: When a hearing is requested, the School Safety Oversight Co-chairs will appoint a hearing panel between 3-5 members from the membership of the Oversight Committee who were not part of the application review sub-committee.

Schedule of Hearing: A hearing shall be scheduled before the appeal panel within 30 days of the receipt of the request. The Co-chairs shall give at least 10 days working days notice of the hearing date and location to the complainant. The parties may submit written materials no later than five working days prior to the hearing.

Hearing Process: At the hearing the parties may present written documentation and witnesses. The length and order of the presentation may be determined by the appeals panel chairperson. The chairperson may request additional evidence through testimony of witnesses or written materials. If the complainant or authorized representative fails to appear at the designated time, place, and date of the hearing, the appeal shall be considered closed and the process terminated.

Decision: No later than five working days after the hearing, the appeals panel shall forward to the superintendent/charter holder its final decision.

LAW - RELATED EDUCATION (LRE) ACADEMY

The Arizona Foundation for Legal Services and Education is contracted to administer the LRE Academy to meet the training needs of Arizona's school safety officers. The following services will be available:

Basic Academy

The Basic LRE Academy will help to prepare new school safety officers for teaching law-related education in the classroom. The Basic LRE Academy will assist officers in the effective use of classroom teaching methods and the selection of relevant law-related subject matter. Each two-day academy will provide 12 hours of professional instruction.

Advanced Academy

The Advanced LRE Academy Courses address grade level specific topics and/or programs identified by officers as critical to meeting the learning needs of diverse student populations. Each two-day course will provide 12 hours of professional instruction.

The LRE Academy offers courses such as:

Elementary Level – Grades K-6

- **Taking Action to Stop Bullying:** this one-day course is designed to address bullying at the elementary level. Through interactive lessons and activities we will begin to develop an awareness of the problem while providing prevention strategies for reducing incidences of bullying within Arizona schools.
- **Foundations of Democracy:** Center for Civic Education curriculum that focuses on teaching about ideals and constitutional principles of justice, equality, responsibility and authority.
*Provides 18 hours of professional instruction.

Middle School Grade Level 6-9

- **Taking Action to Stop Bullying:** this one-day course is designed to address bullying at the middle school grade level. Utilizing interactive lessons, activities, simulations, and video media will give participants the opportunity to explore and learn prevention strategies for reducing incidences of bullying within Arizona schools.
- **Community Works: Smart Teens Make Safer Communities:** This Street Law, Inc. curriculum combines education and action to reduce teen victimization and involve young people in service to their communities. The lessons and activities develop self-esteem, leadership, and citizenship skills by engaging young people in action to positively affect the circumstances of their lives.

High School Grade Level 9-12

- **Taking Action to Stop Bullying:** During this one-day course, officers will explore the serious problem of high school bullying. This course provides activities and lessons for building awareness and reducing bullying incidences within Arizona schools.
- **LRE Across the High School Curriculum:** This course will demonstrate instructional strategies for effective use of mock trials, video media, technology and LRE lessons and activities utilized by Arizona School Safety Officers. This course provides active instruction on how officers can use mock trial scripts and case studies in the classroom, create and implement LRE lessons surrounding video media and how to appropriately integrate the Internet within the LRE curriculum.

Applications:

To obtain an LRE Academy application packet please contact the Arizona Foundation for Legal Services and Education at 602-340-7279 or register online at www.azflse.org/Academy. Participant openings are limited for Basic and Advanced Academy courses. Applications will be processed in the order they are received.

LAW - RELATED EDUCATION (LRE)

What is the Definition of Law-Related Education?

Law-Related Education is the teaching of rules, laws, and the legal system that actively involves students to prepare them for responsible citizenship. It also provides instructions in legal rights, responsibilities, and the role of the citizen and requires students to practice the application of LRE in potential real-life situations. *(Adopted by the Arizona Center for Law-Related Education from the Virginia Institute for Law and Citizenship Studies.)*

Why Law-Related Education?

Law-Related Education is required as a component of the School Safety Program, because it

- promotes critical, analytical and problem-solving skills,
- actively involves students, teachers and the community,
- increases students' knowledge base of the law, making them better informed citizens and consumers,
- demonstrates constructive ways to resolve conflict and can reduce discipline problems in schools,
- discourages delinquent behavior,
- promotes positive self-image in students, and
- encourages students to respect rules, laws, and persons in authority when exposed to a "balanced" view of "democratic" society.

Does Law-Related Education Reduce Delinquency?

Yes, if implemented correctly, LRE can:

- increase knowledge of the law,
- encourage positive behavior,
- reduce use of violence to solve problems,
- improve school attitude,
- improve the likelihood of law-abiding behavior, and
- improve self-image.

BEST PRACTICES: GUIDELINES FOR EFFECTIVE LAW RELATED EDUCATION

- 1. Sessions should utilize law-related content**
 - Civil, criminal, and constitutional themes
 - Practical information about the law and public policy
 - Concepts underlying a constitutional democracy
 - Student rights and responsibilities
 - Choices and legal consequences (not moral consequences)
 - Citizenship
 - Use of Power and authority
 - Justice
 - Liberty
 - Civil Rights
 - Equality
 - Illegal Drug Use
 - Drinking and Driving

- 2. Law-related education provides practice for skill development**
 - Critical Thinking
 - Decision-Making
 - Problem Solving
 - Communication
 - Cooperation & Participation
 - Managing conflict
 - Reasoning

- 3. Instructors present multiple points of view or perspective**
 - Balanced view of the judicial system & other aspects of the political system
 - Controversial issues should be discussed often to motivate student interest and broaden understanding and tolerance
 - Allow for a safe voicing of viewpoints
 - Debate and free flow of ideas are crucial elements of effective civic participation
 - Many times there is no one correct answer

- 4. A sufficient quantity of instruction is provided**
 - Students should have ample opportunities to practice skills and gain confidence in defending their points of view, making presentations, etc...
 - Look for opportunities for classroom teachers to continue teaching LRE
 - Connect your involvement in the classroom to larger learning goals
 - Try to avoid making your involvement in isolated areas (ex: LRE can be taught not only in Social Studies or Government, but in Health, English, Math, etc...)
 - Seek opportunities to teach many sessions with one class (minimally, a semester long)

5. Interactive teaching strategies

- Strategies that foster true student-to-student interaction (are the heart of the session)
 - Role Plays
 - Simulations (Mock Trials, Moot Courts, model legislatures)
 - Group Work Activities
 - Group Research Projects
 - Community-based learning (including service learning, lobbying, mentoring)
- Sharing outcomes with students
- Drawing on their existing knowledge
- Giving them appropriate time to answer questions
- Involving as many students as possible in all aspects of the class

6. Opportunities for students to interact with Community Resource People (CRP)

- CRPs offer expertise in areas that you are less familiar with, connects you to new community resources and ensure that your learning time is dynamic and continually fresh
- The community resource person is well prepared and integrated into the interactive session
- Content presented by the CRP is part of the course content
- Allow students sufficient contact with community resource people in order to bond
- Bonding takes place when students develop positive relationships with an adult
- Research in LRE indicates that this adult-student bonding is a key to overcoming risk factors
- SROs and POs are a built in CRP

7. Administrators are actively involved in providing needed support

- Officers should feel that the school director and education officials support their endeavors
- The administrators must be able to address questions raised by family members, other teachers or the community about Law-Related Education
- Involvement of the administrators also can serve to reduce the gap between school policies, rules and ideas about justice that may be generated by a class
- Remember that your role is to link to standards and topics covered in a given discipline, not to create a whole new topic
- Draw support from administrators and department heads
- Inform the school community about the valuable resources you can provide
- Solicit feedback on how you can be an asset in the classroom

8. Networks to support teacher/officer innovation are available through joint planning sessions, training sessions and social events

- Strengthens teacher/officer commitments to use interactive methods and practical legal information
- The involvement of more than one teacher from a site in trainings, helps enhance law-related education
- Invite teachers to LRE trainings
- Keep them abreast of law-related materials you receive
- Alert them to special security concerns at school

Sources: Caliber Associates (2002). "The Promise of Law-Related Education and Delinquency Prevention". McKinney-Browning, Mabel, Ellis, Al, Kaplan, Howard & Johnson, Seva (1995). "Essentials of Law Related Education". Street Law, Inc. & National Crime Prevention Council (1999). "Community Works: Smart Teens Making Safer Communities". Street Law, Inc. & Office of Juvenile Justice & Delinquency Prevention (2003) "Street Law for School Resource Officers".

WHAT IS LAW-RELATED EDUCATION?

Modified from "Law-Related Education and Violence Prevention: Making the Connection" By: Robin Haskell McBee

Since law-related education (LRE) is being recommended as a violence prevention strategy, then it is important to have some common notion of what law-related education is and what it encompasses. LRE is instruction about rules, laws, and the legal system that actively involves students in the instruction in order to prepare them for responsible citizenship. (Definition developed by the Virginia Institute for Law and Citizenship Studies) It is instruction that teaches the legal rights, responsibilities, and role of the citizen. Students practice application of that teaching to potential real-life situations.

The approach consists of high-interest content and interactive instructional strategies. This type of instruction provides students at all levels the following opportunities:

- to explore and reflect on theirs and others' perspectives,
- to express and defend their views, to listen to the views of others,
- to develop arguments for both sides of an issue, to mediate, and
- to formulate decisions and resolutions based on multiple and often conflicting concerns.

In primary grades, students might consider a rule they don't like, explore why it was made, examine, the consequence for breaking it, and discover who acts as judge when the rule is broken. They might evaluate existing or hypothetical rules to determine whether or not they are clear, consistent, fair, and enforceable. They could listen to and analyze rules issues in stories and they could create and enforce their own set of classroom rules.

Intermediate students might role play a law officer encountering a criminal dilemma. They might work in cooperative groups to offer solutions to problems that arise when a law is too general or vague. Older students might use the case study method of analysis to examine legal conflicts throughout history. Information from this exercise could then apply this information to current dilemmas. Simulations of trials, known as mock trials or moot court, legislative hearings, constitutional conventions, police procedures, role playing, conflict resolution, mediation, formal and informal debate, cooperative group problem-solving, outside speakers, from the legal community typify LRE classes at all levels.

Since rules and laws affect all aspects of life, all subject areas, and all ages, the content of LRE can be as varied as the students and teacher need it to be. The methods, however, are characteristically open-ended and participatory in nature. Although some LRE instructional materials have been written for specific topics or age groups, there is no one way to teach LRE and no set LRE curriculum

As previously described, LRE offers application possibilities at all grade levels, as well as in many subject areas. It is most commonly used in social studies to promote civic understanding; however, it regularly incorporates the use of reading, writing, and speaking skills. It has the potential for application in literature, math, science, technology,

foreign language, physical education, sports, and other subject areas. It need not be limited to a particular grade, subject, or time frame. The LRE approach to instruction is flexible enough to be applied as a system-wide, on-going prevention strategy, and an added benefit of such a strategy is the increased likelihood that students will better understand the rules, laws, and legal processes that govern their lives.

One of the cornerstones of LRE is the use of an outside resource: school safety officers, attorneys, and other legal professionals. These resource people visit classrooms regularly, provide insight into how and why the system operates the way it does, and develops on-going positive, non-adversarial relationships with students in the class. Though typically not individualized as in mentoring, these relationships often hold meaning for the students and provide an opportunity for them to develop bonds or attachment with representatives of "the system".

Another feature of LRE is its relevance. It deals with issues that are meaningful to students and their views are valued. LRE provides students the opportunity to get involve and participate. The crux of LRE is problem solving, both as apart of a group process and on an individual basis. Social conflict lies at the heart of legal issues. Therefore, all LRE is some form of conflict resolution or problem solving. The regular inclusion of LRE- in the course of instruction will provide steady opportunities to develop and practice the information processing steps that must be developed in aggressive students if they are to acquire non-aggressive social problem solving skills. Further, the conflicts that characteristically surround rules and laws offer good practice in content which is hypothetical in nature yet directly related to students' lives. (See figure 1)

While not a panacea for violence prevention, LRE offers a promising strategy for schools to implement as part of their overall prevention plan. If that plan includes closer work with parents and the community, LRE might also be incorporated into after-school programs, community center programs for children and adolescents, and parent programs. In this way the approach lends itself to a close interface with home and community.

LRE ACADEMY EXPANDED SERVICES

The Arizona Foundation for Legal Services and Education will offer new services while expanding upon existing services to support the School Safety Program. These services include:

- **LRE Book Store:**
The Foundation will create an LRE Book Store featuring the latest LRE curricula, videos, lessons that support teaching standards and school-related LRE issues. Officers will be able to preview materials prior to purchasing. Officers will also be able to purchase "on-the-spot" during scheduled academy classes and order online.
- **LRE Web page:**
The Foundation will design, develop and maintain a web page on the Foundation for Legal Services and Education website, dedicated to serving School Safety Officers. The site will provide up-to-date information about LRE research, links to other LRE related sites, professional development opportunities, publications and articles.

The web page will also include the creation of distribution lists, and bulletin board opportunities to encourage officers to post and share LRE ideas and suggestions with colleagues. Future calendar of events will also be posted on the site.

- **LRE Technical Online Resources:**
The Foundation will improve the operations of its existing online database to support LRE library lending inquiries and to track curricula purchases and credit hours. The online services will also allow officers to place orders for curricula.

WEBSITES

Arizona Department of Education

www.ade.az.gov

Provides links to prevention sites, updates on funding opportunities and a calendar of conferences, trainings, and workshops.

Arizona Foundation for Legal Services and Education

<http://azbf.org/AZFLSE/lre/lre.cfm>

The site will provides up-to-date information about LRE research, links to other LRE related sites, professional development opportunities, publications, and articles.

Law For Kids

www.lawforkids.org

Posts youth laws and information in a manner that kids can read quickly and understand easily. Also kids can get homework answers, access other links, listen to other kids' stories, and play computer games.

Arizona Prevention Resource Center (APRC)

<http://www.azprevention.org/>

APRC is Arizona's central source for prevention information and materials. It has an expanded section of school safety materials. Materials may be checked out at no cost.

Join Together ONLINE

<http://jointogether.org>

National resource center to reduce substance abuse and gun violence. Offers up-to-date information on legislation, funding opportunities, Action Kits, and resources guides.

Keep Schools Safe

www.keepschoolssafe.org

A collection of resources to help make schools safer.

National Association of School Resource Officers (NASRO)

www.nasro.org

Nonprofit training organization for district personnel and school resource officers. Sponsors an annual training conference as well as regional trainings. Lesson plans are available to download at no charge.

Arizona School Resource Officers Association (ASROA)

www.asroa.org

Nonprofit organization formed to promote law-related education. Sponsors an annual conference and various training opportunities.

National Clearinghouse for Alcohol and Drug Information

www.health.org

A comprehensive federal clearinghouse on alcohol and drug information.

National Dropout Prevention Center

www.dropoutprevention.org

Provides information on dropout prevention programs, educational strategies, technical assistance, training, and resources.

National Resource Center for Safe Schools

www.nwrel.org

Center works with schools and communities to create safe learning environments and prevent school violence.

National School Safety Center

www.nsscl.org

Clearinghouse for school safety information.

National Youth Gang Center

www.iir.com/nygc

Provides information about gangs and effective responses to them.

Partners Against Violence – PAVNET Online

www.pavent.org

Clearinghouse of information about violence and youth-at-risk.

Office of Juvenile Justice and Delinquency Prevention

www.ncjrs.org

Provides numerous links to juvenile justice-related resources, model programs and funding opportunities.

Constitutional Rights Foundation (CRF)

www.crf-usa.org

Offers programs and develops materials on law-related education. Web site contains ready-to-use lessons.

National Law-Related Education Resource Center (NLRC)

www.abanet.org

Facts on current model programs, curricula, print, and multimedia materials for all groups and age levels about the law.

Street Law, Inc

www.streetlaw.org

Offers program training and program development in law-related education.

SRO/PO Performance Assessment

School Administrator - School Safety Program

This assessment is meant to assist the officer and his/her supervisor in meeting the intent of the grant and effectively carrying out their duties. It is not meant to supplant the official review process used by the officer's department or agency. It is at the discretion of the law enforcement agency to include the school's assessment in the officer's official file.

Officer : _____ School: _____ Date: _____

School Administrator: _____ Title: _____

Police/Probation Supervisor: _____ Agency/Department: _____

School Administrator	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. The officer has a clear sense of his/her role.					
2. The officer understands the operational policies and procedures of the school necessary to perform effectively in the position.					
3. The officer attended or is scheduled to take a law-related education class in the current year.					
4. *The officer relates to the staff, students and parents effectively.					
5. The officer works well independently.					
6. The officer attempts to meet the requirements of the grant.					
7. The officer performs his/her duties effectively.					
8. The officer is effective with his/her classroom presentations.					
Please provide explanation to support question #4:					
Additional comments:					

School Safety Program Officer Weekly Activity Log

OFFICER:	SRO	JPO	District Hire	(circle one)
DISTRICT:	SCHOOL:			
WEEK OF:				
Law Related Education/ Classroom Instruction:	Law Enforcement/ Probation Activity:	Training/Other Activity:	Time Off Campus:	

Shaded categories are required

Date	# of Students	Time Spent	Topic/Activity	Teacher/Subject	Recap
					Truant contacts
					Arrest: misd.
					Arrest: felony
					Child abuse investigation
					LRE hours
					Parent: contacts
					Student contacts
					Probation contacts
					Department Reports
					Detention/Referrals
					Gang Incidents
					Patrol Radio calls
					Truant citations
					School referrals
					School meetings
					Adult cites
					Non-truant juvenile cites
					Weapon violations
					Other

Date	# of Students	Time Spent	Topic/Activity	Teacher/Subject	Recap
Total	0	0.00			

Officer: _____ **Week of:** _____

School Safety Program Officer Weekly Activity Log

OFFICER: J. Doe, #357

SRO

JPO

District Hire

(circle one)

DISTRICT: Any town USD

SCHOOL: Wilson School

WEEK OF: Jan 5 – Jan 9, 2004

Law Related Education/
Classroom Instruction: 6

Law Enforcement/
Probation Activity: 10.5

Training/Other Activity:
11

Time Off Campus:
4

Shaded categories are required

Date	# of Students	Time Spent	Topic/Activity	Teacher/Subject	Recap	
1-5	25	1 hr	LRE/Constitution, 1 st amendment	Mr. Jones/Social Studies	Truant contacts	
1-5	2	1.5 hrs	Narcotics arrest		Arrest: misd.	2
1-5	23	1 hr	LRE/Traffic and DUI laws	Ms. Wing/Science	Arrest: felony	
1-5	3	1 hr	Assault arrest		Child abuse investigation	
1-6	15	1 hr	Informal discussion w/students on school rules		LRE hours	
1-6	25	1 hr	LRE/Constitution, 1 st amendment	Mr. Jones/Social Studies	Parent: contacts	
1-6	5	1 hr	Bullying incident		Student contacts	4
1-6	1	3 hrs	Child abuse report.		Probation contacts	
1-7	23	1 hr	LRE/Traffic and DUI laws	Ms. Wing/Science	Department Reports	4
1-7	1	2 hrs	Threats report. DR # 30245		Detention/Referrals	2
1-7	17	2 hrs	Coach basketball		Gang Incidents	
1-8	13	2 hrs	Coach basketball		Patrol Radio calls	
1-8	2	3 hrs	Threats report follow-up. DR #30245		Truant citations	
1-8	23	1 hr	LRE/Traffic and DUI laws	Ms. Wing/Science	School referrals	
1-8	2	1 hr	Counsel students		School meetings	
1-9	25	1 hr	LRE/Constitution, 1 st amendment	Mr. Jones/Social Studies	Adult cites	
1-9	1	4 hrs	Advanced officer training at academy		Non-truant juvenile cites	
					Weapon violations	
					Other:	

Date	# of Students	Time Spent	Topic/Activity	Teacher/Subject	Recap	
Total	206	27.50				

Officer:	J. Doe, #387	Week of: Jan 5 – Jan 9, 2004
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Excerpt from School Safety Program Guidance Manual:

The SRO/PO must keep an activity log that tracks LRE classroom instruction hours and law enforcement or probation activity. Situations that take an officer off their assigned campus must be logged. This data may be collected on existing agency forms or on a supplemental form. ADE provides a sample activity sheet that is available on the ADE web site at www.ade.az.gov/schooleffectiveness/health/schoolsafety. This form provides for additional data tracking that is not required under the grant. These activities may include: Extra curricular activities, training, Club sponsor/advisor, student counseling, etc... The following data is required for grant compliance:

- Total hours of LRE classroom instruction
- Total hours of Law Enforcement/ Probation activity
- Total time spent off campus
- Time spent per LRE lesson
- LRE topic and law enforcement/ probation activity
- Teacher name and subject of each class where an LRE lesson is taught

School Safety Program Officer Weekly Activity Log Instructions:

Law Related Education-Classroom Instruction	List total hours for the week	}	These three boxes must equal the total number of hours listed for time spent
Law Enforcement/Probation Activity	List total hours for the week		
Training/Other Activity	List total hours for the week		
Time Off Campus	List total hours for the week <i>(The data captured in this box may duplicate some of the hours captured in three previous boxes)</i>		
# of students	Total number of students in the class or involved in the contact		
Time Spent	Total time spent in increments of percent of an hour. E.g. 1 hr, 2.5 hrs, .75 hr...		
Topic/Activity	List the type of activity or LRE class subject and location if conducted off campus. (These cells will expand to fit as much text as you wish to type)		
Teacher/Subject	List teacher name and the usual subject taught in that class (e.g. science, social studies...).		
Recap	List the total contacts for the week for each category		
Total	To tally the # of Students and Time Spent columns. Right click on the shaded field in the bottom row of each column. Click on "Update Field" on the pop up menu		

Figure 1: LAW-RELATED EDUCATION CONNECTIONS TO VIOLENCE PREVENTION

BELIEF IN
VALIDITY OF
RULES/LAWS

